

EQUALITY INFORMATION AND OBJECTIVES



BISHOP RAMSEY CHURCH OF ENGLAND SCHOOL

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Review Body:	Trust Community Committee
Person Responsible:	Ms A. Murphy



'There is neither Jew nor Greek slave nor free, male nor female, for you are all one in Christ Jesus' (Galatians 3:28)

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1. Aims

Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with 'protected characteristics' is recognised in practice. (*Church of England 'Vision for Education' 2016*)

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The board of trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head of School

The equality link trustee is Chad Jeeawok. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Trust Board regarding any issues

The Head will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees

The designated member of staff for equality (AHT Teaching) will:

- Support the Head in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Head in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. The types of equality training that is provided to staff focuses on: supporting disadvantaged students; the impact of gender on learning; supporting students with learning and physical disabilities and issues relating to LGBTQ. It will also provide training on eliminating discrimination for all those (including staff, parents and carers) with 'protected characteristics: age, ethnicity and race, marriage and civil partnership, pregnancy and maternity, religion and belief

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have e.g. ethnicity and race, pupils with disabilities, gay pupils who are being subjected to homophobic bullying, religion and belief, sexual identity and orientation, pregnancy and maternity.
- Taking steps to meet the particular needs of people who have a particular characteristic eg having a uniform that does not enforce gender stereotypes.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils regardless of disability or income, to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic/ transphobic or racist bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting, friendship and understanding of a range of religions, cultures and lifestyles through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures and through extra-curricular events such as the 'Multicultural fair'.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes working with the elderly through the community lunch activities that take place twice a year.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents and previous students to promote knowledge and understanding of different cultures which leads to the formation of focus groups as appropriate.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach for example charities who work with disabled children (ORCHYD)

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organizing the activity and is stored electronically with the completed risk assessment. (Appendix A)

8. Equality objectives

Objective 1: To reduce the achievement gap for disadvantaged students including the digitally disadvantaged.

We have chosen this objective as outcome data suggests that there continues to be a gap for key pupil groups. Additionally, COVID and the requirement for blended learning has identified barriers for some students.

To achieve this objective we will:

- Audit the access of students to digital devices to use at home (In addition to their phone) including monitoring their use of their own BYOD in years 8-11. Set up a sustainable loan system and ensure Y7 and Y11 PP students are given devices from funding.
- Use registration, flexible tasks, video tutorials and lessons to reinforce digital literacy and access to apps such as Office 365, which are used beyond school, equipping them to learn in school and at home, but also to work effectively in the future. Digital literacy is also now part of Y7 ICT lessons in the Autumn term.
- Create a blended learning and digital Teach BR group for staff to opt into for the purpose of research and trialing teaching strategies and resources to support learning digitally for all
- Identify and help students with SEND to use and access Office 365 on the devices they have for BYOD or devices provided from Inclusion
- Ensure staff have the necessary skills to guide students in lessons and use Office 365 apps, to reinforce the use of digital technology and identify gaps and issues with access
- Ensure parents are fully informed about the need to access a device, the possibility of accessing a loan device from the school and the use of Office 365 and Teams in the school, so they can support, via parent briefings and information sent in letters/on the website

By the end of the academic year 2020-21 the curriculum at BR will reflect the diverse nature of the school and the wider community. By the end of the academic year 2021-22 BAME stakeholders can see the positive effects of the curriculum changes with the reduction in the reported cases of racism.

By Dec 2020, all students will have access to ICT at home and will be able to use it to engage in remote learning with staff delivering high quality lessons. By the end of the academic year 2020-21, PP students have their own digital devices in every year group and be using them in and out of school to engage confidently in a range of learning activities

Objective 2: To support and develop the work of the LGBTQ group.

To achieve this objective, we plan to:

- Change the uniform so that it does not enforce gender stereotypes
- Provide a safe environment within school for the LGBTQ+ community to meet and discuss issues in a non-threatening environment.
- Provide information to staff through briefings and training to enable them to support our LGBTQ community and challenge homophobic and transphobic bullying
- Redesign some student toilets to enable them to be mixed sex use.

8b. Equality and Diversity (BLM)

An additional focus in school this year is to respond effectively and clearly, with humility and openness to the issues raised by the BLM protests across the summer and to the inequalities in our society.

We have chosen this as a focus because we want to ensure that every one of our students feels like they are heard, valued and an aspirational member of our school community. Furthermore, we ensure we play the strongest role we can in developing our students to be citizens who fight for justice and stand up for equality.

To achieve this we are:

- Meeting with past students to listen to their experiences and hear their suggestions.
- Creating a staff working group to look at equality and diversity in school.
- Appointing a student leadership position (Diversity Ambassador) to lead on this initiative in school and engage with students throughout the school. This ensures that student voice is right at the centre.
- Review our curriculum to ensure there is a cultural balance, accurately reflecting our society and our students.
- Plan and deliver assemblies / form time activities which give students the opportunity to discuss the BLM agenda and to highlight the need for equality and diversity

9. Monitoring arrangements

The Trust Community Committee (TCC) will update the equality information we publish, at least every year.

This document will be reviewed by The Trust Community Committee (TCC) at least every 2 years.

This document will be approved by The Trust Community Committee (TCC)

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment /Trips

10. Equality Information for the school

BISHOP RAMSEY CHURCH OF ENGLAND SCHOOL			
ETHNIC ORIGIN AND GENDER			
AUTUMN 2020			
STUDENTS		STAFF	
Ethnic Origin		Ethnic Origin	
Afghan	1	Any other ethnic background	3
Albanian	1	Asian or Asian British, Any other Asian Background	2
Arab	2	Asian or Asian British, Bangladeshi	1
Asian and any other ethnic group	5	Asian or Asian British, Indian	12
Black - Angolan	1	Asian or Asian British, Pakistani	2
Black - Congolese	1	Black or Black British, African	2
Black - Ghanaian	4	Black or Black British, Any other Black background	2
Black - Nigerian	5	Black or Black British, Caribbean	4
Black - Somali	2	Did not wish to be recorded	1
Black Caribbean	54	Mixed, White and Black Caribbean	1
Black European	1	Not Obtained	11
Black and any other ethnic group	34	White	2
Chinese + any other ethnic group	6	White, British	104
Egyptian	4	White, Irish	3
Filipino	1	White, any other White Background	9
Greek Cypriot	1	{None}	7
Indian	24	Total	166
Information Not Yet Obtained	12	Female	121
Iranian	2	Male	45
Other Asian	20		
Other Black	8		
Other Black African	79		
Other Pakistani	5		
Other White British	23		
Other ethnic group	6		
Other mixed background	29		
Portuguese	1		
Refused	9		
Sri Lankan Other	3		
Sri Lankan Tamil	3		
White + any other Asian Backgrnd	22		

White - English	663	
White - Irish	30	
White - Scottish	1	
White - Welsh	1	
White Eastern European	32	
White Other	51	
White Western European	6	
White and Black African	20	
White and Black Caribbean	46	
White and Indian	1	
White and any other ethnic group	22	
White and chinese	2	
Total	1244	
Female	660	
Male	584	

Appendix A

Equality Impact Assessment Form

Name of Activity/Trip	
Summary of Objectives	
Who has been involved in the planning of the activity/trip?	
Who will be taking part in the activity/trip in the activity?	
How will the impact of the activity/trip be monitored?	
Is there a potential for a positive/negative impact on a 'Protected Characteristic group'?	
What evidence do you have to support this?	
What actions will you put in place to address negative impacts?	

Protected Characteristics

Age

Disability

Ethnicity/Race

Gender

Gender Reassignment

Marriage and Civil Partnership

Pregnancy and Maternity

Religion and Belief

Sexual Identity and Orientation

Completed by:

Date

Approved by:

Date: